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ABSTRACT

A study of 64 Canadian 7-12-year-olds and of adults who might influence their television viewing habits was made to measure the receptivity and acceptability of "Monkey Bars," a children's television program created as an alternative for Saturday morning viewing. A 50-minute composite tape of program segments was shown, after which observation sheets, questionnaires and interviews were used to learn children's character preferences, ability to grasp the educational concepts, attention span and scheduling preferences. Ninety-eight percent of 7-9 year-olds and 84% of 10-12 year-olds said they enjoyed the program and 75% would watch it if offered for home viewing. Adults were evenly divided when asked if they would recommend "Monkey Bars" to children. Two-thirds of the 7-9 year-olds preferred a Saturday morning viewing time, while 10-12 year-olds preferred afternoon. Results showed that younger children overall enjoyed the program, but were not able to grasp all its humor, as older children could. Appendixes include the original observation sheets, questionnaires, and interview schedules. (SK)

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MONKEY BARS

RESEARCH REPORT

REPORT NO. 46

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MONKEY BARS - REPORT

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I PURPOSE OF THE STUDY

The objectives of this research project are to:

I) Study the receptivity and acceptability of "Monkey Bars"

(a) by members of the specified target audience, 7-12 year old children

(b) by adults who may influence the viewing habits of children or may use the program itself (especially teachers)

II) Discern the appeal of:

(a) the program as a whole

(b) the program segment by segment in order to provide useful information for the production of further episodes of "Monkey Bars".

II CONTENT DESCRIPTION*

Objectives, Format, Content

"Monkey Bars" is a series of 50 minute variety/ magazine shows created for children of 7 - 12 years as a viewing alternative to Saturday morning television for children. Each program incorporates a variety of entertaining and educational elements of particular interest to this age group:

- stimulation of ideas and wonder
- raising the level of awareness of issues and opportunities
- increasing familiarity with career opportunities, recreation and fitness activities
- learning language and communications skills
- intellectual and critical involvement
- general knowledge

The series is based on a musical group of kids called "The Monkey Bars" and a couple of characters named Hassle B. Demille and Dingbat who keep popping up.

The kids sing, dance and act their way through the program with the assistance of Hassle, a "theatrical impressario and junk dealer" who is not very fond of

* Part II is an edited version of materials supplied to the researchers by Janis Nostbakken, Educational Supervisor for "Monkey Bars".

kids and who is determined to put a stop to all the fun those kids are having.

The confrontation between the Monkey Bar kids and Hassle and Dingbat provides the framework for a number of weekly situations --- each vignette designed to accomodate the educational objectives. The presentation of the various elements is "television variety" --- with production numbers, audience participation, comedy sketches and over sixty original songs. The basic dramatic devices of jeopardy and adventure, fantasy and lots of music, are used to weave together the educational elements of each program.

The particular 50 minute tape used for the observation sessions consisted of various segments taken from a number of "Monkey Bars" episodes to comprise one composite show of similar format and content. The segments were chosen on the basis of their representative quality of the program and the interest of the educational supervisor to use them in a research context.

"MONKEY BARS" TEST PROGRAM CONTENT ANALYSIS

Objectives	Segment
1. Introduction	
-to state the theme of the show: with a little imagination and ingenuity you can be almost anything -to introduce the main characters: the 5 "Monkey Bars", Hassle & Dingbat	"Monkey Bars" opening musical theme performed by kids on Monkey Bars set.
2. Picture Frame	
-to set up relationship between H&D and kids - kids are "average" 11 year olds who grate on the nerves of Hassle by doing normal everyday kid-like things -Hassle & Dingbat attempt to do the kids out of their fun	Transition from opening to miniaturization H & D meet 2 kids who are set up for the "adventure"
-to give the kids and viewers an opportunity to discover that things are not always what they seem -to introduce the concept of body language	Miniaturization - 2 kids are "zapped" by Hassle - they are reduced in size and put inside a series of pictures which come to life. In each picture the kids find that things are not what they had seemed - "You've got to see what the rest of the body is saying".

Objectives	Segment
Picture Frame ... cont'd	
-to emphasize the concept of the previous segment ("You've got to see what the rest of the body is saying")	Production Number "What You See Isn't Always What You Get" performed by the 5 kids.
3. Metric Man	
-to make the point that it requires no special knowledge or skill to convert to the metric system	Metric Man animated cartoon dealing with metrication
4. Policeman	
-to acquaint the viewers with career opportunities available to them e.g. policeman. -a general idea of the education, training, duties, rewards, and drawbacks of being a policeman	Careers presentation of an illustrated song which tells what it is like to be a cop
5. Cinderella	
-to introduce viewers to Hassle as theatre impressario and to set up word play	Transition to word play H & D have comical exchange and set up "Cinderella" as their new stage play.
-to make viewers aware of the different parts of speech -to expand vocabulary -to introduce viewers to staging plays	Word Play H & D have comical exchange related to words missing from their script. 2 kids are called upon to help fill in the blanks with the aid of the studio audience and 2 adult actors, Pat and Julie. The audience is asked to supply the nouns, verbs, adjectives

Objectives	Segment
Cinderella ... cont'd	and adverbs required to complete the play. The play is acted out using the solicited words which appear on the bottom of the screen as they are used.
5. Yoga	
-to emphasize that in order to be physically fit you don't have to be a super star - all you really need to do is to get out and be active -to encourage kids to try some different athletic activities e.g. yoga	Body Boogie musical number performed by the kids which deals with physical fitness. This introduces a short film essay on an 11 yr. old girl who enjoys yoga
7. Musical Instruments	
-to interest viewers in creating musical instruments of their own by using everyday materials and a little imagination -to encourage kids to experiment with sound and music	Magician performance by a magician who acts as a stage hand at the theatre. His tricks relate to the homemade musical instruments created and used by our 5 kids.
-to emphasize that music does not have to be created by special people called "musicians" everybody can make music of some kind if they simply try	Song "Clap Your Hands" performed by our 5 kids
8. Describe and Draw	
-to illustrate comically the importance of clear communication	Transition to describe and draw H & D have comical exchange about communications

Objectives	Segment
Describe and Draw ... cont'd	
-to set up game of describe and draw	and decide to teach kids a lesson on the subject.
-to encourage the development of communication skills -to indicate how important it is to express yourself clearly and to listen carefully	Describe and Draw a game played by the cast and studio audience - 2 kids are given 2 different objects which they are to describe to their teams who in turn must translate onto their pieces of paper. The first team to discover what his leader's object is will win. The other losing team's leader will suffer the consequences at the hands of H & D who invariably lose out themselves. Pie-in-the-face routine ensues.
9. Progress Discussion	
-to make viewers aware of some of the major issues of our time -to encourage the audience to look beyond the obvious and to appreciate that answers to problems are not always as clear as black and white -to introduce tactics of argument which may be useful in debates and discussions	Advocates Pat & Julie emerge after the D & D game to discuss "Progress". Each takes an opposing view and attempts to sell his views to the audience. The resolution of the argument brings the two together to look for a compromise.
-to underline the concept introduced in "Progress"	Song "Spaceship Earth" performed by 5 kids on the Monkey Bars set.

III METHODOLOGY

Re: Children

The Subjects

The children involved in the study were members of the specified target audience. There were 64 7-12 year olds from two public schools in the Toronto area.

On request, each principal instructed the teachers to choose at random children fluent in English and as evenly distributed by age and sex as possible.

The children were divided into four viewing groups of 16 children each. Within each group there were equal numbers of boys and girls; they were either of the younger range (7-9 years) or the older range (10-12 years) of the target audience. (One group did contain some members of both age groups.)

Recording of Data

(a) Observation Sheet:

An observation sheet was developed to record the trends in viewing behaviour of the 64 children during the program (see Appendix A). A series of responses was outlined. To facilitate recording the responses of 4 children simultaneously by one observer, all possible responses were listed on the observation sheet in abbreviated form:

- Attention (A): eyes on set (attentive viewing)
- Close Attention (CA): eyes on set (intense viewing)
- No Attention (NA): eyes not on set
- Motor Response (MR): in relation to something on the set
- Interaction (I): (with another individual) in relation to something on the set
- Smile (S): in relation to something on the set
- Laugh (L): in relation to something on the set

One level of attention (CA or A or NA) plus one or any combination of other responses (if observed) were recorded for each child for each segment or part thereof. These responses reflect the general trend of reactions for the period of time considered.

(b) Written Questionnaire: (See Appendix B)

In order to determine (1) the appeal of the program (2) the children's present viewing habits and (3) their ability to grasp the educational concepts in "Monkey Bars", a detailed questionnaire was developed. Immediately after the viewing session the children were divided into 4 groups - 4 children with each observer. The questionnaire was administered. In the case of the two 7-9 year old groups, the questions were read aloud by the researcher to the children in order to alleviate any comprehension problems. However, each child filled out his or hers without reference to the other children.

The questionnaire itself was designed to require a minimum of writing on the children's part and thereby minimize the length of time for completion. Approximately 15 - 20 minutes was spent on the questionnaire.

(c) Interview Schedule: (See Appendix C)

Immediately after all members of each group had completed the written questionnaire, the interview commenced. The questions were staggered (i.e. the same question was not asked of each child in succession) in order to minimize the influence of the first response. All children eventually were asked each of the eleven questions on the interview schedule. The interview lasted approximately 20 minutes.

Viewing Environments

A viewing room was set up either in the library or the lounge of the school. The environment was informal in character with 16 children seated on the carpeted floor watching one 19" Sony monitor. (In one group, the children were seated in chairs.) The observers sat on an angle facing both the children and the television set in order to observe the children unobtrusively. In cases where a child questionned an observer's writing during the viewing session, the child was told it had something to do with the content of the program itself.

IV RESEARCH FINDINGS

Re: Children

Note:

For purposes of analysis, the data was grouped in the following ways:

(a) all 64 children
(b) all 7-9 year olds
(c) all 10-12 year olds
(d) all boys
(e) all girls
(f) 7-9 year old boys
(g) 7-9 year old girls
(h) 10-12 year old boys
(i) 10-12 year old girls

The following findings include only statements about those groupings in which the data was considered to be significant.

Percentages are rounded off to the nearest whole number.*

A. GENERAL COMMENTS

A high percentage of the 64 children (91%) orally stated that they enjoyed "Monkey Bars". This included 98% of the younger children (7-9 year olds) and 84% of the 10-12 year olds. When asked if they would watch "Monkey Bars" at home if it were on TV, approximately 3/4 of the children said yes, and 1/4

*NB the percentages in all cases are derived from the number of children in that grouping.

(15 children) said that they would not watch it. Of the 15 who said they would not, 13 were boys, almost evenly distributed by age group.

When asked, "Would you recommend "Monkey Bars" to a friend?" 2/3 of the children stated that they would. The remaining 1/3 was evenly divided between a negative response and "maybe". It is interesting to observe that only 3% of the 7-9 year olds said "no", whereas 25% of the 10-12's replied that they would not recommend the program.

Target Audience

When asked whom they believed "Monkey Bars" was designed for, all 64 children indicated both boys and girls, rather than for only one sex. In addition, when asked to specify an age group - either "the same as yourself, younger than yourself, or older than yourself," a majority chose the "same" category over either "younger" or "older". The "younger" category was chosen more often than "older".

When Should "Monkey Bars" be on TV? (See Appendix D3)

Each child was asked, in written form, "If you were in charge of "Monkey Bars", what day and time of day would you put it on TV?

The day which was stated most often was Saturday (1/3 of the children) and the time of day selected most

often was the afternoon (approximately 30%). However, it must be kept in mind that all weekdays, (Monday through Friday) taken together scored significantly higher than Saturday.

Saturday was ranked first in both age groups (7-9, 10-12) and for all boys. However, for all girls Wednesday outranked Saturday by one.* Sunday did not score significantly high in any group.

The afternoon ranked as first choice for both sexes and for the 7-9 age group. The morning was preferred by the 10-12 year olds (morning 45%, afternoon 28%). It should be noted that the older boys account for this distinction in time of day. In all cases, the evening ranked as last choice as time of day.

The Favorite Character (See Appendix C)

Dingbat was the favorite character of a majority of the 64 children with 51.6%. The 10-12 year olds also indicated Dingbat as first choice with 61.1% (or 22 of 36 children). However, for the 7-9 year olds, Dingbat ranked second with 39% after the Monkey Bars kids (who were considered together as a single choice).

The Monkey Bars kids ranked second overall with 27% (17) of the 64 children indicating this choice. This

*NB when a child wrote "weekday" instead of a specific day, Wednesday was substituted.

includes 14% of the 10-12 age group and 43% of the 7-9 age group.

The Magician, as he appeared in the Musical Instrument segment, ranked third overall favorite with 16% of the children. This included 19% of 10-12 year olds and 10% of 7-9 year olds.

Fourteen percent (9) of the 64 children indicated Hassle as their favorite character in "Monkey Bars". He ranked 4th overall. However, the 14% consisted of 22% (8) of the 36 10-12 year olds and only one (1) 7-9 year old.

Julie, with 3% and Pat, with none (0) ranked 5th and 6th respectively. Both of the children who preferred Julie were in the 7-9 year old group.

The Least-Liked Character (See Appendix C)

Of the 56 respondents to this question, 34% (19) chose Hassle as the character most disliked in the program. Although as least-liked character, he ranked first for all children, he was third with 25% (6 of 23) 10-12 year olds, and first with 40% (13 of 34) in the 7-9 year old's selections.*

Pat, who appeared in the Picture Frame segment, the Word Play Game and the Progress Discussion, ranked

*NB some children made more than one choice

second as the least-liked with 20% (11) of the 56 children. He ranked fourth for the 7-9 age group, with only 4 children choosing him.

Julie, who appeared in the same segments as Pat, was third with 16% (9) of the 56 children indicating her as the character they liked the least. When dividing by age group, the choice of Julie is even more glaring. Only one (1) 10-12 year old made this selection. The remaining eight (8) children were in the 7-9 year old age group.

The Monkey Bars kids ranked 4th overall with 14% (8) of the 56 children. This includes 25% (6 of 24) of the 10-12 year olds and 6% (2 of 34) 7-9 year olds.

Attention (See Figures 1 and 2)

The general trend of attention for 7-9 year olds and 10-12 year olds was similar in pattern. However, there was more fluctuation in the number of younger children watching from one segment to the next than for the older children.

Ten to twelve year olds tended to watch the program consistently for the first six segments - until the end of the Cinderella play (section 8); the number of children watching then gradually decreased for the last four segments, except during the Describe & Draw Game.

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ATTENTION LEVEL TRENDS

MONKEYBARS

fig. 1

28 - 7-9 Year Olds
Boys and Girls

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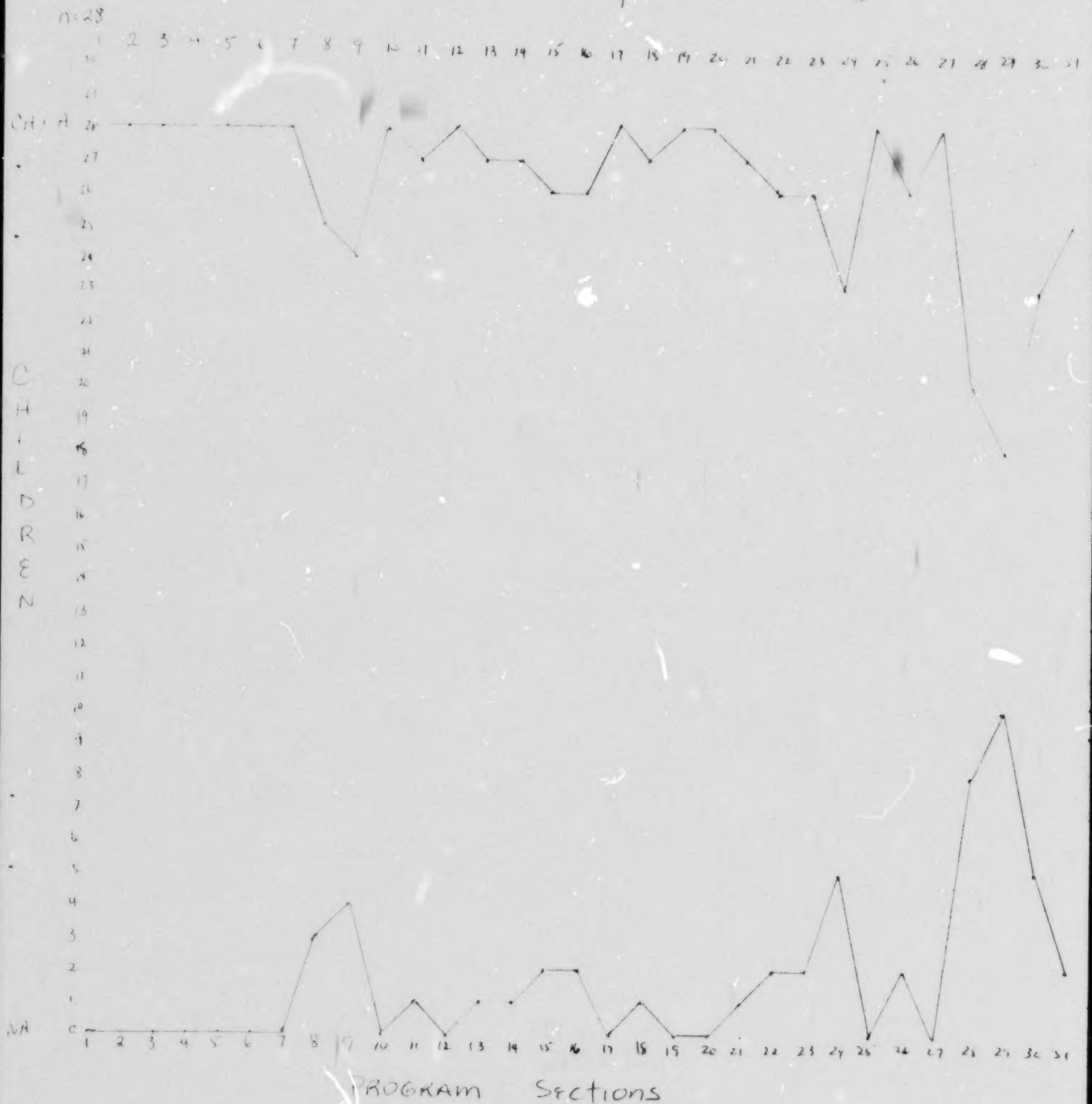

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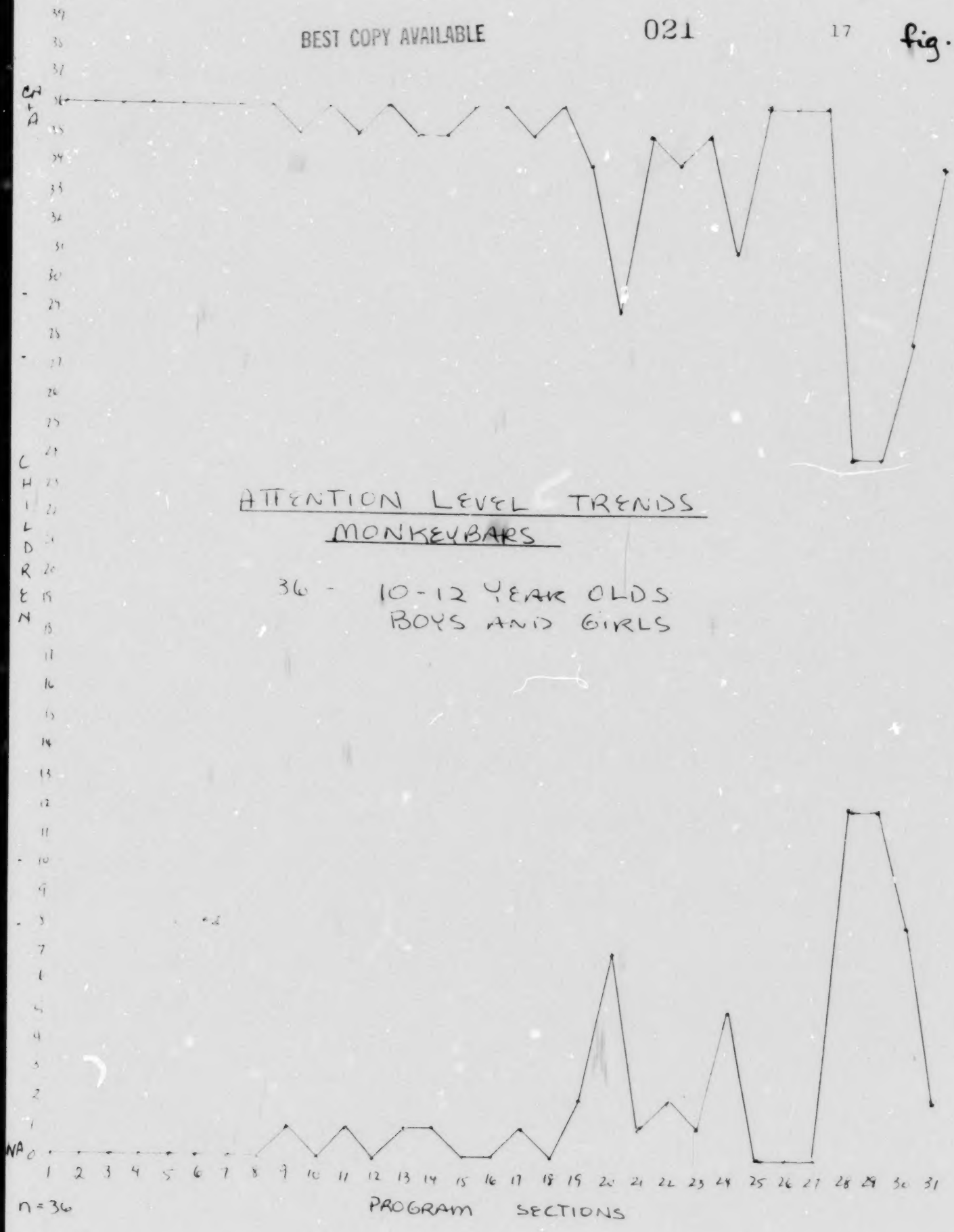
fig. 2


CHILDREN
ATTENTION LEVEL TRENDS
MONKEYBARS
36 - 10-12 YEAR OLDS
BOYS AND GIRLS
NA
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
n = 36
PROGRAM SECTIONS

Highest Attention

During the first two segments (the "Monkey Bars" theme song and the Picture Frame segment, sections 1-7) the highest number of children of both age groups consistently watched the program. The 10-12 year olds also consistently paid attention during the Describe and Draw Game (sections 25-27).

Highest No Attention

The highest number of children in both age groups who did not watch the program occurred during the last segment: the Progress Discussion (sections 28-30). In the 10-12 year old group, the Yoga segment (section 19) also lost the attention of a significant number of previously attending children.

Significant Cueing Sequences

During the Body Language Song ("What You See Isn't Always What You Get" sections 8-9), the number of children of both age groups attending to the program dropped (with a sharper drop in the younger group). The children become immediately re-involved with the introduction of the animation, Metric Man, (sections 10-11). Again, this change was much more apparent with the younger children than with the older.

Similarly, there was a significant increase in the number of children attending to the program immediately

following the sequence of dialogue between Hassle and Dingbat concerning how children don't listen (section 24, where, ironically for both age groups the number attending had dropped) to the next sequence where the audience is booing the two characters (where all children of both groups attended to the program).

For the 10-12 year olds, this cue was sufficient to hold their attention during the entire Describe and Draw Game (section 25-27). For the 7-9 year olds, however, the cueing effect did not last and the number of children paying attention varied during the remainder of the segment.

Smiles and Laughter

The two segments which evoked the highest number of smile or laughter responses from both groups were the Cinderella play segment (sections 15-18) and the last part of the Describe and Draw segment (section 27). The latter was a slapstick pie-in-the-face routine between Hassle, Dingbat and one of the Monkey Bars kids and therefore may be viewed not necessarily only as a part of that segment.

The older children tended to laugh and smile more at the program's humor than did the younger children, (this is borne out in the number of responses of smile and laugh of the older children to the humor of the

Picture Frame segment). The older children also responded with more smile and laugh to the beginning of the Metric Man.

3. SEGMENT BY SEGMENT ANALYSIS

i) Songs** (sections 1,2,3,8,9, 19, 21, 23, 31)

Observations:

In general, the attention levels of all the children observed were high and consistent during Song segments. However, some of the 7-9 year olds did not watch during the "Body Language" number.

All 10-12 year olds paid attention, in general, to all of the songs. The "Name Song" appeared to be an effective cue to involve these children with the next segment.

There was also a high degree of motor response by both 10-12 and 7-9 year olds to the "Clap Your Hands" song.

Preferences:

The Songs proved to be the favorite of 31% (20 of the 64) children. It ranked as second favorite out of the possible nine segment choices of the 28

* for further details see Figures 1, 2 and Appendix C, D4, D5, D6.

** All songs were considered together as one segment

younger children. Thirty-nine percent (11) said the Songs were their favorite. In the older group 25% (9 out of 36) chose the songs as their favorite. Songs ranked as first choice for the girls of both age groups. However, it ranked 4th for boys in the 7-9 group and 3rd for boys in the 10-12 age group.

Of the 64 children, 11% ranked songs as the most disliked of the nine segments.

Other Comments:

Fifty-nine percent (38 of the 64) children stated that, given the opportunity, they would choose the same number of songs, while 27% (18 of the 64) wanted more songs and 14% (9 of the 64) wanted fewer songs. These percentages are approximately evenly distributed by sex and age.

ii) Picture Frame (sections 4-7)

Observations:

All children of both age groups paid attention to all sections of the segment. A number of 10-12 year olds engaged in motor activity during the first few sections. Some of the 7-9 year olds responded in this manner during the last section of the Picture Frame segment. During this section, some of the older children also interacted with each other about the program.

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Preferences:

The Picture Frame segment was the favorite of 8% (5) of the 64 children. It ranked as the 5th favorite out of the nine segment choices for both age groups. However, it ranked 3rd for all girls and 7th for all boys.

Of all 64 children, only 6% (4) ranked it as the most disliked of the nine segments.

Educational Concept:

Of the 58 children who responded to the question concerning the educational concept of the Picture Frame segment 77% (41) displayed an understanding of the segment's educational intent while 10% (6) approached the concept in their responses. These percentages were evenly distributed across the two age groups.

iii) Metric Man (sections 10-11)

Observations:

Children of both age groups almost unanimously watched this segment. (In each group, one child did not attend to the segment after it had begun.)

There was a significant cueing effect for the 7-9 year olds where this segment recaptured their waning attention after the "Body Language" song. A similar but much less significant effect can be seen for the 10-12 year olds.*

* see: General Comments - Cueing Effect

In addition, a number of the older children interacted about the program at the beginning of the Metric Man segment.

Preferences:

Metric Man was the favorite segment of 16% (10 of the 64) children. It ranked as 3rd favorite out of the nine segments for all the children.

Of the 28 7-9 year olds, 25% (7) stated Metric Man was their favorite. In the older group (10-12's) 8% (3 of 36) said this segment was their favorite. It ranked 5th and 6th choice for the younger and older girls respectively. For the boys, Metric Man ranked 3rd for the younger group and 2nd for the older group.

Out of 64 children only 3% (2) ranked Metric Man as the most disliked of the nine segments.

Educational Concept:

Sixty-nine percent (44 out of 64) of the children grasped the concept of the Metric Man segment. Of the six segments tested for concept comprehension, the Metric Man segment ranked 4th in general on a scale of highest to lowest percentage correct.

Concept comprehension for boys of the 10-12 year old age group, however, ranked Metric Man as 5th on the same scale of highest to lowest percentage correct.

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iv) Policeman (sections 13, 14)

Observations:

Of the 28 7-9 year old children, 27 paid attention during this segment. All 36 of the 10-12 year olds watched the segment. In addition, a large number of the older children were engaged in interaction with each other about the program during the Policeman segment.

Preferences:

The Policeman segment was the favorite of 19% (7 of the 64) children. It ranked as 7th favorite out of the nine possible segment choices for all children - including all 7-9 year olds, all 10-12 year olds and all girls (7-12).

However, it ranked 4th for all boys (after Cinderella, Metric Man and Songs) and 1st for boys 7-9 years old.

Of the 28 7-9 year olds, 61% (17) said the Policeman segment was their favorite while 58% (21) of the 36 10-12 year olds said it was their favorite.

Although not listed as a choice, none of the children suggested the Policeman as a favorite character.

Educational Concept:

Over half of the 64 children (38) or 59% displayed an understanding of the concept of the Policeman segment. Of those six segments tested for concept

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older girls placed it in 2nd) and the younger children placing it in 2nd position (while the younger girls ranked it 3rd).

Of the 64 children, only 2% (1) said the Cinderella segment was the most disliked of all the segments.

Educational Concept:

Sixty-seven percent (43 of the 64) of the children were able to describe the correct concept for the Cinderella segment.

Out of the six segments tested for concept comprehension, the Cinderella segment ranked 5th in general on a scale of highest to lowest percentage correct. In an age group breakdown, the 7-9's ranked 6th in comprehension while the 10-12's ranked 3rd.

Other Comments:

Of the 64 children queried, 66% (42) said they would play the word game. An equal proportion of both boys and girls as well as both age groups responded in this manner.

vi) Yoga (section 20)

Observations:

All 28 7-9 year olds paid attention to the Yoga segment. In contrast, only 78% (28) of the 36 10-12 year olds watched the segment.

Preferences:

None of the 64 children chose the Yoga segment as their favorite part. It ranked last of the nine segments.

Of all the children, 64% (41 of 64) indicated that the Yoga segment was the most disliked. This includes 72% (26 of the 36) 10-12 year olds, and 54% (15 of the 28) 7-9 year olds.

Educational Concept:

Seventy-Seven percent (49 of the 64) of the children displayed a knowledge of the correct concept for the Yoga segment. Of those six segments tested for concept comprehension, the Yoga segment ranked second on a scale of highest to lowest percentage correct.

For all 7-9 year olds, however, Yoga was first with 90% (25 of the 28) of the children comprehending. Sixty-four percent (24 of 36) of the 10-12 year olds grasped the Yoga concept, ranking it 5th out of the 6 segments.

Other Comments:

When asked what segment they would change if they had the opportunity, 48% (31) of the 64 children indicated the Yoga segment. This 48% was almost evenly

distributed between age groups. Their comments included:

"Make it shorter."
"Show other sports."
"Leave it out."
"Include boys, too."

vii) Musical Instruments (sections 21-23)

Observations:

In general, most of the children of both age groups watched this segment.

As the segment progressed, an increasing number of children engaged in motor activity, especially following the Magician's entrance. The latter also appears to be directly related to the high degree of interaction among the 10-12 year olds.

Preferences:

The Musical Instrument segment was the favorite of only 5% (3 of the 64) children. It ranked as 6th favorite out of the nine segments for all the children.

According to age groups, only 4% (1 of the 28) of the younger children said this segment was their favorite while 6% (2 of 36) of the older children said it was their favorite out of the nine.

It ranked as 4th favorite for girls of both age groups and 5th and 6th favorite for 7-9 and 10-12 year old boys respectively.

None of the 64 children named this segment as the one they disliked.

Educational Concept:

Eighty-eight percent (57 of 64) children displayed comprehension of the concept of the Musical Instrument segment.

Of those six segments tested for concept comprehension, the Musical Instrument segment ranked 2nd in general on a scale of highest to lowest percentage correct.

The boys' ability to comprehend this segment's concept ranked 3rd as compared to 1st for the girls.

viii) Describe and Draw (sections 24-27)

Observations:

The attention of the 7-9 year olds was not consistently held during this segment. It fluctuated during the sections within the segment. In contrast, the attention of all the 10-12 year olds was gradually gained as the segment progressed (all 36 attended to the actual Describe and Draw Game itself).

There was a high degree of interaction among the children during the last section of this segment (pie-throwing scene).

Preferences:

The Describe and Draw segment was the favorite of only 5% (3 of 64) of the children. Only 4% (1 of 28) of the 7-9 year olds chose this segment and 6% (2 of 36) of the 10-12 year olds.

The segment ranked 6th favorite of the nine segments for all children (both age groups, both sexes).

Of all 64 children, 9% (7) stated it was the most disliked of the nine segments. Fourteen percent (6) of these children were of the 10-12 age group while 4% (1) was of the 7-9 age group.

Educational Concept:

Of the 60 children responding to the question concerning the educational concept of the Describe and Draw segment, 45% (28) knew the correct concept. Of these, 50% (17 of 33) were in the 10-12 year age group and 40% (11 of 27) were in the 7-9 year age group.

Other Comments:

Sixty-seven percent (43 of 64) of the children stated that they would play the Describe and Draw game at home; this percentage represents 78% of the 10-12 year olds (28 of 36) and 54% of the 7-9 year olds (15 of 28). In addition, this 67% included 89% (25) of all girls and 50% (18) of all boys.

ix) Progress Discussion (sections 28-30)

Observations:

The number of children attending to the program drastically dropped during this segment. At its lowest, 67% of the 10-12 year olds (24 of 36) and 64% (18 of 28) of the 7-9 year olds watched the Progress segment.

There was a high degree of motor activity during the segment among 7-9 year olds, while among the 10-12 year olds there was a high degree of interaction.

Preferences:

The Progress segment was the favorite of only 3% (2 of 64) of the children. It ranked as 8th favorite out of the possible nine segment choices.

Of the 28 children aged 7-9 only 4% (1) said this segment was their favorite. Of the 36 children in the 10-12 age group only 3% (1) said it was their favorite segment.

It ranked as the 8th choice on all lists by both age and sex.

Of the 64 children, 18% (11) rated the Progress segment as the most disliked of the nine segments.

Educational Concept:

Ninety-one percent (58 of the 64) displayed an understanding of the concept of the Progress segment. Of those six segments tested for concept comprehension,

the Progress segment ranked 1st in general on a scale of the highest to the lowest percentage correct.

The boys' concept comprehension was higher than the girls' in both age groups with the former ranking in 1st place and the latter in 3rd.

V SUMMARY AND SPECULATIONS

The Children:

7-9 age group:

In general, the younger children seemed to enjoy Monkey Bars more than the older. They felt that when it is put on the air, the best time would be Saturday afternoon. However, in reviewing the observation results, it is apparent that their overall enjoyment of the program does not necessarily coincide with their ability to comprehend some of its humor.

The younger children were much more outspoken about characters they did not like. These included Hassle and Julie. The character who was chosen as favorite by a significant portion of the younger children was Pat.

The songs appear to have held the attention of a significant number of the younger children. But the animation segment Metric Man and the Describe and Draw Game proved to be attention-getters following segments which were of less interest to them. But (of the two) the Describe and Draw Game was less successful in holding their interest.

As the educational concept test seems to indicate, they could not comprehend it completely and

therefore their involvement vacillated. They also were less prone to play it at home. The animation, however, involved a high number of the younger group.

The Yoga segment was watched by more younger than older children. From other evidence, it appears that they also liked it more. The Policeman segment proved to be well-liked by the younger boys. In terms of comprehension though, the younger children scored lower in their ability to discern its concept.

Two segments evoked significant overt physical responses from the younger children. These were the Cinderella segment and the Progress Discussion. In comparison with the older children, the Cinderella segment was liked less by the younger ones (and also less well-understood). The Progress Discussion lost the attention of more of the younger than the older children.

10-12 age group:

The older children indicated that they generally enjoyed"Monkey Bars." A large number chose Saturday in preference to any other day for the show to be aired. However, when it came to the choice of time, the 10-12 year old boys tended to choose morning, unlike the younger children or the 10-12 year old girls who chose the afternoon.

Of those characters mentioned as favorite among the older children, a considerable number chose Dingbat and Hassle. It is interesting to note that the Monkey Bar Kids ranked high on the least-liked character list.

The older children also participated overtly with the program, most notably in the Cinderella segment and the pie-in-the-face section of Describe and Draw by smiling and laughing. Another type of overt response, interaction, also occurred in the Policeman and Progress Discussion segments.

The concepts of Monkey Bars seemed to be more clearly understood by the older children.

VI METHODOLOGY (see Appendix E, F)

Re: Adults

Twenty-one adults were asked to preview a program produced by Channel 19 for children. They consisted of the members of one class from O.I.S.E. and the professional staff at the two schools where the children were observed. The adults were told that their comments about the program would be solicited immediately after the viewing. The researchers clearly specified to the viewers that they (the researchers) were not involved in any aspect of the production. Apart from this, no other information was given prior to the viewing.

After the viewing session, a written questionnaire was administered. Each questionnaire was filled out without reference to any other respondent. The adult viewers were encouraged to add their own comments in addition to the answers to the specific questions posed.

After the completion of the questionnaire, an open-ended discussion ensued (see interview schedule for details). One of the researchers co-ordinated the discussion, while the three others recorded the comments. The discussion lasted approximately thirty minutes.

VII RESEARCH FINDINGS (see Appendix G)

Re: Adults

Target Audience:

The adult viewers were asked who they thought the target audience for "Monkey Bars" is. As previously stated, they were given no information concerning the target audience prior to the viewing session.

Of the 15 respondents to this question 89% (13) indicated ages within the range of the specified target audience. The remaining 11% (3) indicated that they thought "Monkey Bars" is directed to children over 12 years. No one chose children younger than the bottom range.

The adults were almost evenly divided when asked, "Would you recommend Monkey Bars for members of the target audience?" Thirty-nine percent (8 of 21) said yes and 43% (9) indicated that they would not.

Re: Objective of Monkey Bars

When asked, "What do you think the objective of Monkey Bars is?" 28% (5) of the 21 adult viewers described a concept which was the same or very similar to that of the producers. Another 29% (6) approached the concept. An equal number, 29% (6) wrote concepts which were different from those of the producers. Nineteen percent (4) of the adults indicated that the objective was unclear or else it did not exist.

Re: When on TV?

The adults were asked to suggest a time when Monkey Bars should be on TV. The day selected most often was Saturday with 28% (5). However, it must be kept in mind that all weekdays (Monday to Friday) taken together scored higher than Saturday with 57% (8 of 14) respondents.

Only 1 person indicated Sunday as the choice for the day of presentation.

There was an almost equal 3-way distribution for time of day.

Twenty-two percent (3) people stated they would not want to have Monkey Bars on TV at all.

The adults were asked to respond to the following questions concerning both their own tastes as well as how they felt the target audience might react to Monkey Bars.

"Which segments do you think the target audience would find enjoyable?"

In rank order of selection, the Songs were the most often chosen with 14 marking it as the most enjoyable. The Musical Instrument segment was next with 13. The third most often selected was the Policeman segment with 10 choosing it as enjoyable to the target audience. The Progress Discussion was fourth on the rank order

list. The segments least chosen as enjoyable to the target audience were Metric Man (4) and Yoga (3).

"Which segments do you find enjoyable?"

In response to this question, the adults selected a fairly consistent list to the one concerning the target audience. Songs, the Progress Discussion and the Musical Instrument segments were equally chosen by 8 adults. The next highest was Describe and Draw (7) and the Policeman segment (7). The last two on the list were Yoga (4) and Metric Man (3).

"Which segments do you think have direct educational value?"

Once again, Musical Instruments was listed as one of the highest ranking segments. For this question, it was first with 15 adults selecting it. Metric Man (8) and Policeman (8) were next with the Progress Discussion (7), Cinderella (7), Describe and Draw (7) and the Songs (7) following. The segment least chosen was the Picture Frame (4).

"Which segments do you feel could be used in an appropriate educational setting?"

The Musical Instrument segment (10) again was on the top of the list with the Progress Discussion (9), Yoga (9), and Metric Man (9) following. The Policeman (8) and Describe and Draw (8) were listed next. The Picture Frame segment was last (3).

The following are some direct quotes and paraphrased comments which were made by the adult viewers during the open-ended discussion (see Interview Schedule, Appendix F).

A) About the program as a whole:

- length of program should be cut in half
- songs were repetitious and too long
- singing and dancing effective
- idea of Monkey Bars Kids at creative play should be carried through program
- "children talented but not child-like."
- Monkey Bars cast not representative of general population
- "Dingbat should not smoke."

B) Specific Comments:

- "Metric Man" doesn't help in an understanding of the metric system
- Magician was didactic. Situation was too contrived.
- In the Cinderella play, super of words went by too quickly for young readers.
- during Describe & Draw, the camera angles of the audience's drawing pads may confuse the viewers in understanding "vertical" and "horizontal".
- "The Advocates was a pseudo-debate."
- In Advocates "not conclusive point made."

APPENDIX A

OBSERVATION SHEET

OBSERVATIONS

Ages:	1			2			3			4		
I	CA	A	NA	CA	A	NA	CA	A	NA	CA	A	N
1) INTRO: MB SONG	MR		I	MR		I	MR		I	MR		I
	S		L	S		L	S		L	S		L
2) H+D: "guttersnipe"	CA	A	NA	CA	A	NA	CA	A	NA	CA	A	N
	MR		I	MR		I	MR		I	MR		I
	S		L	S		L	S		L	S		L
3) 2nd half MB SONG	CA	A	NA	CA	A	NA	CA	A	NA	CA	A	N
	MR		I	MR		I	MR		I	MR		I
	S		L	S		L	S		L	S		L

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	1	2	3	4
II A) LOOK AT THOSE KIDS... ... KIDS ENTER P. FRAME	CA A NA MR I S L	CA A NA MR I S L	CA A NA S L MR I	CA A NA MR I S L
5) Rembrandt	CA A NA MR I S L	CA A NA MR I S L	CA A NA MR I S L	CA A NA MR I S L
6) Mona Lisa	CA NA A MR I S L	CA A NA MR I S L	CA A NA MR I S L	CA A NA MR I S L

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	1	2	3	4
7) FARMER AND WIFE	CA A NA MR I S L	CA A NA MR I S L	CA A NA MR I S L	CA A NA MR I S L
III 8) BODY LANGUAGE: 1ST CHORUS — hands in air and pause	CA A NA MR I S L	CA A NA MR I S L	CA A NA MR I S L	CA A NA MR I S L
9) 2ND CHORUS TO END	CA A NA MR I S L	CA A NA MR I S L	CA A NA MR I S L	CA A NA MR I S L

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	1	2	3	4
IV 10) Metric Man – EXIT (clothes changing)	CA A NA MR I S L	CA A NA MR I S L	CA A NA MR I S L	CA A NA MR I S L
11) Entrance — End of segment	CA A NA MR I S L	CA A NA MR I S L	CA A NA MR I S L	CA A NA MR I S L
V 12) Career Song	CA A NA MR I S L	CA A NA MR I S L	CA A NA MR I S L	CA A NA MR I S L

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	1	2	3	4
13) Policeman film — girls Entrance	CA A NA MR I S L	CA A NA MR I S L	CA A NA MR I S L	CA A N. MR I S L
14) "Pig" — End of Song	CA A NA MR I S L	CA A NA MR I S L	CA A NA MR I S L	CA A N MR I S L
VI 15) Dingbat name change — "Fairy Godmother"	CA A NA MR I S L	CA A NA MR I S L	CA A NA MR I S L	CA A N MR I S L

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	1	2	3	4
16) H + D Parts of Speech — EXIT	CA A NA MR I S L	CA A NA MR I S L	CA A NA MR I S L	CA A N MR I S L
17) P + J enter — words from audience — play intro	CA A NA MR I S L	CA A NA MR I S L	CA A NA MR I S L	CA A N MR I S L
18) Cinderella play — Boo's "not let them near script"	CA A NA MR I S L	CA A NA MR I S L	CA A NA MR I S L	CA A N. MR I S L

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	1	2	3	4
VII 19) Body Boogie Song	CA A NA MR I S L	CA A NA MR I S L	CA A NA MR I S L	CA A NA MR I S L
20) Yoga	CA A NA MR I S L	CA A NA MR I S L	CA A NA MR I S L	CA A NA MR I S L
VIII 21) NAME Song: END (MUSICAL instruments)	CA A NA MR I S L	CA A NA MR I S L	CA A NA MR I S L	CA A NA MR I S L

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	1	2	3	4
22) Magician entrance – end	CA A NA MR I S L	CA A NA MR I S L	CA A NA MR I S L	CA A NA MR I S L
3) Clap your hand Song	CA A NA MR I S L	CA A NA MR I S L	CA A NA MR I S L	CA A NA MR I S L
24) H: "How I love Nature" — zoom in on pinball	CA A NA MR I S L	CA A NA MR I S L	CA A NA MR I S L	CA A NA MR I S L

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	1	2	3	4
25) Booing — "On with the Game"	CA A NA MR I S L	CA A NA MR I S L	CA A NA MR I S L	CA A NA MR I S L
26) D + D game	CA A NA MR I S L	CA A NA MR I S L	CA A NA MR I S L	CA A NA MR I S L
27) We have a loser — end of pie segment	CA A NA MR I S L	CA A NA MR I S L	CA A NA MR I S L	CA A NA MR I S L

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	1	2	3	4
~~X~~ 23) Julie TALKS	CA A NA MR I S L	CA A NA MR I S L	CA A NA MR I S L	CA A NA MR I S L
29) PAT TALKS	CA A NA MR I S L	CA A NA MR I S L	CA A NA MR I S L	CA A NA MR I S L
30) Resolution	CA A NA MR I S L	CA A NA MR I S L	CA A NA MR I S L	CA A NA MR I S L
31) SPACESHIP EARTH	CA A NA MR I S L	CA A NA MR I S L	CA A NA MR I S L	CA A NA MR I S L

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APPENDIX B

CHILDREN'S QUESTIONNAIRE

"K"

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MONKEY BARS

Name: _____ Grade: _____

Boy or Girl: _____ Your favorite TV show: _____

I Fill in your answers below each question.

(1) What are your favorite Saturday morning television programs?

_____

_____

_____

(2) What are your favorite Sunday morning television programs?

_____

_____

_____

(3) Would you watch Monkey Bars at home?

Yes _____ No _____

(4) If you were in charge of Monkey Bars when would you put it on TV?

Day _____ Time _____

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II

(5) Which parts of Monkey Bars did you like? Put an x beside parts which you liked. (x as many as you liked.)

____ (1) songs
____ (2) picture frame
____ (3) Metric Man
____ (4) Policeman
____ (5) Cinderella (word game) play
____ (6) Yoga exercises
____ (7) musical instrument play
____ (8) describe and draw game
____ (9) progress discussion

(6) Put an x beside parts you did not like. (x as many as you did not like.)

____ (1) songs
____ (2) picture frame
____ (3) Metric Man
____ (4) Policeman
____ (5) Cinderella (word game) play
____ (6) Yoga exercises
____ (7) musical instrument play
____ (8) describe and draw game
____ (9) progress discussion

III Choose either a), b) or c) to complete the following sentences. Write the letter in the space provided.

(7) There should have been:

a) more songs
b) the same number of songs
____ c) less songs

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(8) The Metric Man part tells us:

a) anybody can use the metric system
b) Metric Man is a super hero
___ c) it is very difficult to use the metric system

(9) The part about the policeman tells us:

a) his job is like Ironside's and Kojak's
b) about his different duties and his training
___ c) that nobody should be a policeman

(10) The part with the girl doing yoga shows:

a) only girls do yoga
b) you have to be a special person to do yoga
___ c) anybody can be active and do something like yoga

(11) The play about Cinderella told us:

a) that the Prince would find Cinderella
b) how words can be used
___ c) that scripts are not important

(12) The musical instrument part showed:

a) you must have real instruments to make music
b) you can make instruments out of almost anything
___ c) it is difficult to make your own instruments

(13) The discussion with Pat and Julie showed:

a) progress is always good
b) progress is always bad
___ c) progress is sometimes good and sometimes bad

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(14) Would you play the word game with friends?

yes _____ no _____

(15) Would you play the describe and draw game?

yes _____ no _____

060

APPENDIX C

CHILDREN'S INTERVIEW SCHEDULE (COMPOSITE)

BEST COPY AVAILABLE

songs	songs	songs	songs
p. frame	p. frame	p. frame	p. frame
Metric Man	Metric Man	Metric Man	Metric Man
Policeman	Policeman	Policeman	Policeman
word game (Cinderella)	word game (Cinderella)	word game (Cinderella)	word game (Cinderella)
Yoga	Yoga	Yoga	Yoga
musical instruments	musical instruments	musical instruments	musical instruments
describe & draw	describe & draw	describe & draw	describe & draw
progress discussion	progress discussion	progress discussion	progress discussion

K Interview

	I	II	III	IV
3. If you had to pick one part that you did not like, which would it be?	___ songs ___ p. frame ___ Metric Man ___ Policeman ___ word game (Cinderella) ___ Yoga ___ musical instruments ___ describe & draw ___ progress discussion	___ songs ___ p. frame ___ Metric Man ___ Policeman ___ word game (Cinderella) ___ Yoga ___ musical instruments ___ describe & draw ___ progress discussion	___ songs ___ p. frame ___ Metric Man ___ Policeman ___ word game (Cinderella) ___ Yoga ___ musical instruments ___ describe & draw ___ progress discussion	___ songs ___ p. frame ___ Metric Man ___ Policeman ___ word game (Cinderella) ___ Yoga ___ musical instruments ___ describe & draw ___ progress discussion
4. Who do you think this program was made for?	___ girls ___ boys ___ both ___ younger than me ___ older than me ___ same age	___ girls ___ boys ___ both ___ younger than me ___ older than me ___ same age	___ girls ___ boys ___ both ___ younger than me ___ older than me ___ same age	___ girls ___ boys ___ both ___ younger than me ___ older than me ___ same age

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E Interview

	II	III	IV
3. If you had to pick one part that you did not like, which would it be?	___ songs ___ p. frame ___ Metric Man ___ Policeman ___ word game (Cinderella) ___ Yoga ___ musical instruments ___ describe & draw ___ progress discussion	___ songs ___ p. frame ___ Metric Man ___ Policeman ___ word game (Cinderella) ___ Yoga ___ musical instruments ___ describe & draw ___ progress discussion	___ songs ___ p. frame ___ Metric Man ___ Policeman ___ word game (Cinderella) ___ Yoga ___ musical instruments ___ describe & draw ___ progress discussion
4. Who do you think this program was made for?	___ girls ___ boys ___ both ___ younger than me ___ older than me ___ same age	___ girls ___ boys ___ both ___ younger than me ___ older than me ___ same age	___ girls ___ boys ___ both ___ younger than me ___ older than me ___ same age

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yes ___ no ___ maybe ___	yes ___ no ___ maybe ___	yes ___ no ___ maybe ___	
___ songs	___ songs	___ songs	
___ p. frame	___ p. frame	___ p. frame	
___ Metric Man	___ Metric Man	___ Metric Man	
___ Policeman	___ Policeman	___ Policeman	
___ word game (Cinderella)	___ word game (Cinderella)	___ word game (Cinderella)	
___ Yoga	___ Yoga	___ Yoga	
___ musical instruments	___ musical instruments	___ musical instruments	
___ describe & draw	___ describe & draw	___ describe & draw	
___ progress discussion	___ progress discussion	___ progress discussion	

	III	IV
	___ correct ___ incorrect ___ approaching concept	___ correct ___ incorrect ___ approaching concept
8. What was the idea of the Dazzling and Grow part?	___ correct ___ incorrect ___ approaching concept	___ correct ___ incorrect ___ approaching concept
9. Who is your favorite Character? Why?	___ Hassle ___ Dingbat ___ MB kids ___ Pat ___ Julie ___ Magician	___ Hassle ___ Dingbat ___ MB kids ___ Pat ___ Julie ___ Magician

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11. Does MB remind you of any other show?

Hassle
Dingbat
MB kids
Pat
Julie
Magician

APPENDIX D

CHILDREN'S QUESTIONNAIRE (COMPOSITE)

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APPENDIX D:

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The favorite shows, in rated order, of both boys and girls ages seven through nine are: The Six Million Dollar Man, The Brady Bunch, Planet of the Apes, and The Bugs Bunny Show.

The favorite shows, in rated order, of both boys and girls ages ten through twelve are: The Brady Bunch, MASH, and The Little House on the Prairie.

The favorite shows, in rated order, on Saturday mornings, of both boys and girls ages seven through nine are: The Bugs Bunny Show, Valley of the Dinosaurs, Wheely and the Chopper Bunch, Devlin, Speed-buggy, Goober and the Ghost Chasers, Shazam, and Gilligan's Island.

The favorite shows, in rated order, on Sunday mornings, of both boys and girls ages ten through twelve are: Bailey's Comet, and the Bugs Bunny Show.

The favorite shows, in rated order, on Sunday mornings, of both boys and girls ages ten through twelve are: Bailey's Comet, Sunday Morning Movies, and H. R. Puff 'n' Stuff.

There did not seem to be any significant differences, at all, in the viewing preferences of boys and girls.

APPENDIX D-

3) Would you watch at home?

	ALL	BOTH 7-9	BOTH 10-12	ALL GIRLS	ALL BOYS	BOYS 7-9 n=14	BOYS 10-12 n=19	GIRLS 7-9 n=14	GIRLS 10-12 n=17
Yes	49 (76.5)	20	29	29	20	7	13	13	16
No	15 (23.5)	8	7	2	13	7	6	1	1

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APPENDIX D3

4) When on TV?

	ALL	BOTH 7-9	BOTH 10-12	ALL GIRLS	ALL BOYS	BOYS 7-9 n=14	BOYS 10-12 n=19	GIRLS 7-9 n=14	GIRLS 10-12 n=17
S -	6	4	2	4	2	0	1	4	0
M -	8	6	2	3	5	4	1	2	1
T -	2	1	1	1	1	1	0	0	1
W -	15	6	9	9	6	2	4	4	5
Th-	1	0	1	1	0	0	0	0	1
F -	11	4	7	5	6	2	4	2	3
S -	21	7	14	8	13	5	8	2	6
M -	21	5	16	10	11	1	10	4	6
A -	30	20	10	15	15	11	5	9	8
E -	12	3	9	6	6	2	4	1	5

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QUESTIONNAIRE (Question #5)

Rank Order - Like

All	7-9 Both	10-12 Both
Cinderella	Cinderella	Cinderella
songs	songs	songs
Metric Man	Metric Man	Metric Man
Musical	Musical	Musical
Picture Frame	Picture Frame	Picture Frame
Describe & Draw	Describe & Draw	Describe & Draw
Policeman	Policeman	Policeman
Progress	Progress	Progress
Yoga	Yoga	Yoga

All Girls	All Boys
songs	Cinderella
Cinderella	Metric Man
Picture Frame	songs
Musical	Policeman
Metric Man	Musical
Describe & Draw	Describe & Draw
Policeman	Picture Frame
Progress	Progress
Yoga	Yoga

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APPENDIX D4 ... cont'd

Boys 7-9	Boys 10-12
Policeman	Cinderella
Cinderella	Metric Man
Metric Man	Policeman
songs	songs
Musical	Describe & Draw
Describe & Draw	Musical
Picture Frame	Picture Frame
Progress	Progress
Yoga	Yoga

Girls 7-9	Girls 10-12
songs	songs
Picture Frame	Cinderella
Cinderella	Picture Frame
Musical	Musical
Metric Man	Describe & Draw
Describe & Draw	Metric Man
Policeman	Policeman
Yoga	Progress
Progress	Yoga

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APPENDIX D5

QUESTIONNAIRE (Question #6)

Rank Order - Dislike

All	7-9 Both	10-12 Both
Yoga	Yoga	Yoga
Progress	Progress	Progress
Policeman	Policeman	Policeman
Picture Frame	Picture Frame	Picture Frame
Musical	Describe & Draw	Musical
Describe & Draw	Musical	Metric Man
Metric Man	Metric Man	Describe & Draw
Cinderella	Cinderella	Cinderella
songs	songs	songs

All Girls	All Boys
Progress	Yoga
Yoga	Progress
Policeman	Picture Frame
Metric Man	Musical
Picture Frame	Describe & Draw
Musical	Policeman
Describe & Draw	Metric Man
Cinderella	songs
songs	Cinderella

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APPENDIX D5 ... cont'd

Boys 7-9	Boys 10-12
Yoga	Yoga
Picture Frame	Progress
Progress	Picture Frame
songs	Musical
Metric Man	Describe & Draw
Policeman	Policeman
Musical	songs
Describe & Draw	Metric Man
Cinderella	Cinderella

Girls 7-9	Girls 10-12
Progress	Yoga
Yoga	Progress
Policeman	Policeman
Describe & Draw	Metric Man
Metric Man	Picture Frame
Musical	Musical
Cinderella	Cinderella
Picture Frame	Describe & Draw
songs	songs

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APPENDIX D6

QUESTIONNAIRE (Questions #8-#13)

Rank Order - from Right to Wrong

All (64)

Progress (58)
Musical (57)
Yoga (57)
Metric Man (44)
Cinderella (43)
Policeman (38)

7-9
Both (n=28)

Yoga (25)
Progress (24)
Musical (24)
Policeman (16)
Metric Man (15)
Cinderella (14)

10-12
Both (n=36)

Progress (34)
Musical (33)
Cinderella (29)
Metric Man (25)
Yoga (24)
Policeman (22)

All Girls (n=31)

Musical (31)
Yoga (30)
Progress (27)
Metric Man (24)
Cinderella (23)
Policeman (20)

All Boys (n=33)

Progress (31)
Yoga (27)
Musical (26)
Cinderella (20)
Metric Man (20)
Policeman (18)

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APPENDIX D6 ... cont'd

Boys 7-9 (n=14)

Progress (13)
Yoga (11)
Musical (10)
Metric Man (9)
Policeman (7)
Cinderella (5)

Boys 10-12 (n=19)

Progress (18)
Yoga (16)
Musical (16)
Cinderella (15)
Metric (11)
Policeman (11)

Girls 7-9 (n=14)

Yoga (14)
Musical (14)
Progress (11)
Metric Man (10)
Policeman (9)
Cinderella (9)

Girls 10-12 (n=17)

Musical (17)
Yoga (16)
Progress (16)
Metric Man (14)
Cinderella (14)
Policeman (11)

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APPENDIX F

ADULT'S QUESTIONNAIRE

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MONKEY BARS

EVALUATION

Name: _____

Present Position: _____

What is (was) the grade level you taught?: _____

(1) Who do you think is the target audience* of Monkey Bars?

_____

(2) What do you think the objective of Monkey Bars is?

_____

_____

(3) When would you suggest Monkey Bars be on TV?

Day _____ Time _____

* Target audience is the specific audience defined by age to which the program is directed.

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In the next 4 questions please respond by listing one or a combination of the following numbers referring to the Monkey Bars segments.

(1) songs
(2) picture frame
(3) Metric Man
(4) Policeman
(5) Cinderella (word game) play
(6) Yoga exercises
(7) musical instrument play
(8) describe and draw game
(9) progress discussion

(4) Which segments do you think the target audience would find enjoyable?

_____

(5) Which segments do you find enjoyable?

_____

(6) Which segments do you think have direct educational value?

_____

(7) Which segments do you feel could be used in an appropriate educational setting?

_____

(8) Would you recommend to members of the target audience that they watch Monkey Bars?

Yes _____ No _____

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APPENDIX F

ADULT'S INTERVIEW SCHEDULE

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Interview Schedule (for teachers)

For interviewer.

The interview should directly follow the completion of the written questionnaire.

(1) What are your general impressions of the program?

(2) In reference to question 5 on the questionnaire, which segments did you find enjoyable? Why?

Did not like? Why?

(3) In reference to question 3 on the questionnaire, which segments do you think the target audience will like? Why?

Not like? Why?

(4) Did you like the format? Why?

How would you alter it?

(5) In additional time available solicit comments re impressions of:

general educational value

general entertainment value

advocates segment format

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APPENDIX G

ADULT'S QUESTIONNAIRE (COMPOSITE)

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Adults' Responses to Questions 4, 5, 6, and 7

Question #4

Which segments do you think the target audience would find enjoyable?

1. Songs (4)
2. Musical Instrument Play (13)
3. Policeman (10)
4. Progress Discussion (8)
5. Picture Frame (7)
6. Cinderella (6)
7. Describe and Draw (6)
8. Metric Man (4)
9. Yoga (3)

Question #5

Which segments do you find enjoybale?

1. Songs (8)
2. Progress Discussion (8)
3. Musical Instrument Play (8)
4. Describe and Draw (7)
5. Policeman (7)
6. Cinderella (6)
7. Picture Frame (4)
8. Yoga (4)
9. Metric Man (3)

Question #6

Which segments do you think have direct educational value?

1. Musical Instrument Play (15)
2. Metric Man (8)
3. Policeman (8)
4. Progress Discussion (7)
5. Cinderella (7)
6. Describe and Draw Game (7)
7. Songs (7)
8. Yoga (5)
9. Picture Frame (4)

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Question #7

Which segments do you feel could be used in an appropriate educational setting?

1. Musical Instrument Play (10)
2. Progress Discussion (9)
3. Yoga (9)
4. Metric Man (9)
5. Policeman (8)
6. Describe and Draw (8)
7. Cinderella (7)
8. Songs (5)
9. Picture Frame (3)